CONFERENCE PROCEEDINGS
Research, Education, and Innovation for Development High Quality and Humane People

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Research, Education, and Innovation for Development High Quality and Humane People
MESSAGE FROM THE RECTOR OF
YOGYAKARTA STATE UNIVERSITY

Assalamu’alaikum warahmatullah wabarakatuh.
May peace and God’s blessings be upon you all

Welcome to Yogyakarta, Indonesia!

It is a great honor and pleasure for me to welcome you all to the 4th International Conference on Educational Research and Innovation held in Yogyakarta, Indonesia. On behalf of Yogyakarta State University and the committee, let me extend my warmest greetings and appreciation to all speakers and participants who have traveled hundreds or even thousands of miles by various transportation means to come to Yogyakarta to attend this conference. It is my strong belief that your safe journey has been due to the blessings granted by God the Almighty and the Most Merciful to Whom we without any further due have to express our gratitude and praise.

It is indeed a privilege for Yogyakarta State University to have the opportunity to organise this very important conference in which educational researchers and practitioners get together to share ideas, experiences, expectations, and research findings. This conference is held as one of the items in the agenda of Yogyakarta State University to celebrate its 52nd anniversary.

Research is one of the activities among the academic members of a university. It is a systematic effort to solve the problems or answer the questions by collecting data, formulating the generalities based on the data, then finding and developing organized knowledge by scientific method. It is expected that from research activities valuable empirical facts can be obtained to improve and develop the theory and practice to bring a better quality of education.

In line with it, the advancement of science and technology, sport, languages, and art should be dedicated to not only facilitate the human life, but also to educate human beings themselves with values to be high quality beings, good citizens, and more humble people to God. If we produce a gun, it may kill people; if we make insecticide, it may kill insects. However, in the hands of good people, the gun may be used to protect them from a maniac; bioinsecticide can be used to protect crops from harmful insects. The quality of human beings is the key to using or applying the advancement of science, technology, languages, sport, and art.

The fourth International Conference on Educational Research and Innovation (ICERI) aims at bringing together researchers, educators, scientists, engineers, and scholar students to exchange and share their experiences, new ideas, and research findings about all aspects of education, research and innovation, and discuss the practical challenges encountered and the solutions adopted to develop humanity and the quality of human life. In response to this, in this year to support the roles of the Institute of Research and Community Services of Yogyakarta State University in encouraging researchers to conduct high-quality researches, an International Conference on Educational Research and Innovation (ICERI) is held under the umbrella theme of “Research, Education, and Innovation for Developing High Quality and Humane People.” It provides teachers/lecturers, education practitioners, college students, and policy makers the opportunity to share their knowledge, experiences, and research findings which are innovative and relevant to develop the educational practices focusing on the process and product.
This fourth conference is aimed at discussing the papers on the research findings related to Educational research for human quality development, Character educational research for building humanity, research, education, and innovation on science and technology, sport, economics, social sciences, language and arts for improving human life. It is expected that this conference will reach its declared objectives successfully as a strategic forum to yield recommendations on the improving the human life through research, education, and innovation.

To conclude, let me wish you a fruitful discussion during the conference and an enjoyable stay in Yogyakarta.

Thank you very much for your attention.

Wassalamu’alaikum warrahmatullah wabarakatuh.
May peace and God’s blessings be upon you all

Yogyakarta, 11 May 2016
Rector,

Prof. Dr. Rochmat Wahab, M.Pd., M.A.
MESSAGE FROM THE ORGANIZING COMMITTEE

His Excellency General Director of Research & Development, Ministry of Research and Technology and Higher Education,
Rector of Yogyakarta State University,
Vice Rectors and Deans of all faculties,
Honourable Heads of Institutes of Research and Community Service of the surrounding universities,
Distinguished all invited speakers and all other speakers,
Distinguished guests,
All participants,
Ladies and gentlemen,

Assalamu’alaikum warrahmatullah wabaraka'atuh.
May peace and God’s blessings be upon you all.
Good morning.

First of all allow me to extend my warmest greetings and welcome to you all to the 4th International Conference on Educational Research and Innovation, held by Yogyakarta State to celebrate its 52nd anniversary.
Raising the theme – Research, Education, and Innovation for Developing High Quality and Humane People - this conference is designed to discuss the papers on the research findings related to aspects of education, research and innovation, and discuss the practical challenges encountered and the solutions adopted to develop humanity and the quality of human life. Hopefully, all discussions in this conference can be inspiring and useful for us to improve the quality of education and educational research.

Ladies and gentlemen,
For your information, we will proudly present one keynote speech, four plenary presentation sessions and four parallel presentation sessions. Eight outstanding speakers in the field of character education and educational research have been invited. They are Dr. Ir. Muhammad Dimyati, M. Sc., General Director of Research & Development, Ministry of Research and Technology and Higher Education as the keynote speaker, Rachel Parker, Ph.D. from Australian Council of Educational Research (ACER), Derek W. Patton, Ph.D. from Asia Pacific Network for Moral Education (APNME), Prof. Drs. Toho Cholik Thohir, Mutohir, M.A., Ph.D. from IKIP Mataram, Prof. Suwarni Madya, M.A., Ph.D. from Yogyakarta State University, Hardi Julendra, S.Pt, M.Sc., from Research Centre for Technology of Natural Materials, Ana R. Otero, Ph. D. From AMINEF, USA, and Megat Ahmad Kamaluddin Megat Daud, Ph.D. from University of Malaya, Malaysia.

Ladies and gentlemen,
We have done our best to prepare for this conference. So, my highest appreciation and heartfelt thanks to all committee members. As to err is human, shortcomings may occur here and there. On behalf of the committee, I would therefore like you all to accept our apologies.
At the end of my speech, I would like to kindly request the Rector of Yogyakarta State University to officially open the conference.

To conclude, let me wish you a productive discussion and a fruitful conference. Thank you very much for your attention.

Wassalamu’alaikum warrahmatullah wabarakatuh. May peace and God’s blessings be upon you all

Yogyakarta, 11 May, 2016
Head of Research Institute and Community Service of Yogyakarta State University

Dr. Suyanta, M.Si.
# TABLE OF CONTENT

MESSAGE FROM THE RECTOR OF .......................................................... iii  
MESSAGE FROM THE ORGANIZING COMMITTEE ................................. v  
TABLE OF CONTENT ............................................................................. vii

**AT RISK AND VULNERABLE CHILDREN IN SCHOOL: TOWARDS SOLUTIONS**  
Derek Patton .......................................................................................... 1

**RESEARCH AND DEVELOPMENT ON THE QUALITY OF PHYSICAL EDUCATION AND SPORT FOR IMPROVING HEALTH AND WELL-BEING**  
Prof. Toho Cholik Mutohir, Drs. MA., Ph.D. .............................................. 8

**SHYNES, PROSOCIALITY AND AGRESSION STABILITY IN CHILDREN AGE 6 TO 11 (A LONGITUDINAL STUDY WITH TURKISH SAMPLE)**  
Serdal Seven ............................................................................................ 20

**THE EFFECT OF SITUATIONAL FACTORS AND PSYCHOLOGICAL FACTORS OF STUDENTS IN THE CHOICE OF THE MECHANICAL ENGINEERING EXPERTISE PROGRAM IN VOCATIONAL HIGH SCHOOLS IN THE YOGYAKARTA SPECIAL TERRITORY**  
Dwi Rahdiyanta .......................................................................................... 24

**THE SELECTION DECISION SUPPORT SYSTEM OF STUDENTS ELIGIBLE FOR SCHOLARSHIPS WITH SIMPLE ADDITIVE WEIGHTING METHOD (CASE: SMK MAHADHIKA 2 JAKARTA)**  
Bay haqi, Jonser Sinaga .............................................................................. 33

**EXPLORING ONLINE SOCIAL CAPITAL AND GENERALISED SOCIAL CAPITAL AMONG YOUTHS**  
Sheau Tsuey Chong, Denise Koh Choon Lian, Fauziah Ibrahim, Samsudin A.Rahim, Fatin Nabilah Abu Hassan .......................................................................................................................... 40

**BRIDGING QUALIFIED HUMAN DEVELOPMENT: PROSPECTS AND CHALLENGES OF INTERNATIONAL CLASS PROGRAM**  
Dewi Nur Suci, Mulyono.................................................................................. 46

**DEVELOPMENT STRATEGY OF TEACHER PROFESSIONALISM ON ACTION CLASS RESEARCH AND RESEARCH PUBLICATION IN HULU SUNGAI SELATAN REGENCY, SOUTH KALIMANTAN**  
Deasy Arisanty, Ellyn Normelani ................................................................. 55
CONTEXT, INPUT, PROCESS AND PRODUCT EVALUATION OF THE INCLUSIVE EDUCATION PROGRAM IN PUBLIC ELEMENTARY SCHOOL
Bambang Suteng Sulasmono, Tri Sulistyowati ................................................................. 64

EMPLOYEE ENGAGEMENT: DRIVING THE EMPLOYEES’ ORGANIZATIONAL QUALITY OF LIFE
Roberto M. Arguelles and Danica Jane Madarang ............................................................ 71

“TIP-EX” AS AN EDUCATIONAL AND TRAINING MODEL TO ENHANCE THE QUALITY OF EDUCATORS IN THE ERA OF GLOBAL COMPETITION
Surya Jatmika, Alfirts Roul Sinadia, Kriswantoro, Maryatul Qibtiyah............................... 80

BENEFITS MATHEMATICAL MINDSET OF MANAGEMENT EDUCATION
Lusi Rachmiazasi Masduki; Eem Kurniasih ........................................................................ 86

AUDIOVISUAL LEARNING MEDIA AND SOCIAL LEARNING: GENERATING ENGINEERING STUDENTS’ SOCIAL AWARENESS THROUGH TEAMWORK LEARNING DURING THE PROCESS OF VIDEO PRODUCTION
Adi Suryani .......................................................................................................................... 92

TUTORS QUALITY ANALYSIS AND BACKGROUND DIFFERENCES AT FACULTY OF MEDICINE UNIVERSITAS MUHAMMADIYAH SURAKARTA
N. Juni Triastuti, Efrayim Suryadi, Harsono ...................................................................... 100

THE DETERMINANT FACTORS INFLUENCING METACOGNITIVE ASPECT OF THE ICT-BASED DISTANCE LEARNING GRADUATES
Slameto .................................................................................................................................. 107

DEVELOPING MEASURING TECHNIQUE TEXT BOOK TO INCREASE THE STUDENT’S ACHIEVEMENT IN MUHAMMADIYAH UNIVERSITY OF PURWOREJO
Suyitno .................................................................................................................................... 117

THE ACTION FOR IMPROVING SCIENCE PROCESS SKILL OF STUDENTS’ THROUGH SCIENTIFIC APPROACH AND THE USE ICT SUPPORT IN VOLUMETRIC ANALYTICAL CHEMISTRY AT SMK – SMAK BOGOR
Jaslin Ikhsan, Septi Riyanningsih, and Sulistiwati .............................................................. 121

ONLINE QUIZZES FOR E-LEARNERS: THE STUDENT FEEDBACKS ....126
Zulnaidi Yaacob .................................................................................................................... 126

THE AUTISTIC INDIVIDUALS’ STATUS OF COMPLIANCE WITH SOCIAL RULES
Abdurrahman MENGİ .......................................................................................................... 130
BIOLOGY MODULE USING THINK PAIR SHARE STRATEGY TO IMPROVE THE LEARNING MOTIVATION OF THE VOCATIONAL HIGH SCHOOL STUDENTS IN MALANG
Husnul Chotimah1), Herawati Susilo2), Mimien Henie Irawati3), and Ibrohim4) .................................................... 136

PERFORMANCE OF THE BASIC EDUCATION PROGRAM IN THE IMPLEMENTATION OF EDUCATION FOR ALL SALATIGA CENTRAL JAVA - INDONESIA
Dr. Bambang Ismanto, M.Si ................................................................................................................................. 143

THE IMPLEMENTATION OF INTER-RELIGIOUS EDUCATION FOR SUPPORTING STUDENTS’ INTER-RELIGIOUS TOLERANCE IN HIGHER EDUCATION
Alexander Hendra Dw A. ................................................................................................................................. 150

PEDAGOGICAL PARADIGM OF REFLECTION AS A METHOD OF LEARNING TO BUILD CHARACTER
Dr. B.A. Rukiyanto, S.J. ........................................................................................................................................ 157

IMPROVING TRAINEE’S CHARACTER THROUGH SOFT SKILLS PROGRAM IN VOCATIONAL TRAINING CURRICULUM
Cahyani Windarto ................................................................................................................................................. 165

AN INTEGRATED LOCAL WISDOM LEARNING AS A MODEL OF DEVELOPING MORAL CHARACTER
Badeni ....................................................................................................................................................................... 172

CHARACTER EDUCATION IN SINGAPORE INDONESIAN SCHOOL
Akhmad Fakhrurroji and Dwi Sri WahyuAmalika ............................................................................................ 182

THE EFFECT OF PROBLEM- BASED LEARNING ON CRITICAL THINKING AND STUDENT ACHIEVEMENT IN THE I BANTUL SENIOR HIGH SCHOOL
Rizqa Devi Anazifa ............................................................................................................................................... 190

DEVELOPMENT OF LEARNING MATERIAL ON THE SUBJECT OF SOUND WITH ARTICULATION LEARNING MODEL
Syubhan An’nur, Mastuang, and Lonesti Agussesy Sandan .................................................................................. 194

EFFECTIVENESS PHYSICS MODULE CLASS X USING COOPERATIVE LEARNING MODEL WITH A PEER ASSESSMENT
Misbah, Mustika Wati, and Putrie Aprilia Lestari .............................................................................................. 199

THE VALIDITY OF PHYSICS MODULE CLASS X ACCOMPANIED PEER ASSESSMENT PEER IN TOPIC CIRCULAR MOTION
Mustika Wati, Misbah, and Putrie Aprilia Lestari ............................................................................................... 203

SELF- DEVELOPMENT PROGRAM BASED ON HYBRID LEARNING TO INCREASE CHEMISTRY TEACHER ABILITY OF RESEARCH AND SCIENTIFIC PAPERS WRITING
Antuni Wiyarsi, Sukisman Purtadi ................................................................................................................... 207
CHILD DEVELOPMENT AND MEDIA
Erhan GÖRMEZ2 .................................................................................................................. 214

RESEARCH AND DEVELOPMENT CHEMISTRY COMPENDIA OF QUR’AN FOR ISLAMIC HIGH SCHOOL
Jamil Suprihatiningrum ........................................................................................................... 221

PROBLEM SOLVING-BASED LEARNING TOOLS TO IMPROVE THE SCIENCE PROBLEM SOLVING SKILLS OF JUNIOR HIGH SCHOOL STUDENTS
Ikhwan Khairu Sadiqin, Uripto Trisno Santoso, Arif Sholahuddin ............................................. 230

DEVELOPMENT WATSON-GLASER CRITICAL THINKING SKILLS ASSESSMENT IN SCIENCE LAB COURSE
Setiyo Prajoko, Mohamad Amin, Fatchur Rohman, Muhana Gipayana ........................................ 240

DEVELOPMENT OF A TEST TO PROBE STUDENTS’ UNDERSTANDING OF THE NATURE OF ELECTRICITY
Jose Paulo Dela Cruz .................................................................................................................. 250

DEVELOPMENT OF BLENDED LEARNING MODEL IN OBJECT ORIENTED PROGRAMMING FOR ENHANCING VOCATIONAL STUDENTS’ ENVIRONMENTAL AWARENESS
Thasrimadhani, Chepy Perdana .................................................................................................. 263

TEACHING FACTORY LEARNING PROCESS AT VEHICLE'S BODY REPAIRING AND PAINTING WORKSHOP OF FACULTY OF ENGINEERING YOGYAKARTA STATE UNIVERSITY
Tawardjono Us, Noto Widodo, Ibnu Siswanto, Bambang Sulistyono ........................................... 267

LECTURERS’ PATRONAGE AND INTEGRATION OF MORAL VALUES IN SPORT PSYCHOLOGY LEARNING AS A MEANS TO BUILD STUDENTS’ OBEDIENCE AND HONESTY
Dimyati, Margono ........................................................................................................................ 275

THE DIFFERENCE OF THE FATIGUE PERCEPTION, EXERCISE PULSE RATE, AND BLOOD LACTIC LEVEL AFTER DOING MULY STAGE FITNESS TEST AND YO-YO INTERMITTEND RECOVERY TEST
Eka Novita Indra, Budi Aryanto, Loly Zulfiani ................................................................................ 283

BRINGING VOLUNTARY FINANCIAL EDUCATION IN EMERGING ECONOMY: ROLE OF FINANCIAL SOCIALIZATION DURING ELEMENTARY YEARS
Ratna Candra Sari, Annisa Ratna Sari, Sariyatul Ilyana, Eka Legya Frannita .................................. 291

URBAN POVERTY IN YOGYAKARTA: STRUCTURE AND POLICY PERSPECTIVE
Aula Ahmad Hafidh Saiful Fikri, Maimun Sholeh, Kiromim Baroroh ......................................... 298
THE CORRELATION BETWEEN LEVEL OF EDUCATION WITH COMMUNITY PREPAREDNESS IN FLOOD PRONE AREA
Rosalina Kumalawati, Nevy Farista Aristin, Agus Purnomo .................................................. 308

SYAILENDRA AND SANJAYA DYNASTY TRACES IN DEWATA CENGKAR TOURISM VILLAGE TERRITORY
Fathimah Dayaning Pertiwi, Hanifah Nurunnikmah, Dr. Kun Setyaning Astuti ......................... 315

EVENT MARKETING AND BRAND EQUITY: THE MEDIATING ROLES OF EXPERIENCE AND ATTITUDE
Roberto M. Arguelles, Joel Moises R. Dizon, Donn Virnigilio Ypil ........................................ 319

DEVELOPMENT MODEL OF WOMEN EMPowerMENT THROUGH THE SNACK PRODUCTS ENTREPRENEURIAL FOR GROWING THE SPIRIT OF ENTERPRISE AT ‘AISIYAH MLATI, SLEMAN, YOGYAKARTA SPECIAL REGION
Widodo, Aliyah Rasyid Baswedan, Marwanti ................................................................. 327

MUSIC TEACHING MODEL IN THE NETHERLANDS
Dr. Kun Setyaning Astuti, M.Pd., Dr. Agus Widyanotoro, M.Pd., Prof. Theo Wubbles, Ph.D. and
Dr. Karin Hoogeven ........................................................................................................ 334

MANAGEMENT CREATIVE MUSIC TRAINING MODEL TO INCREASE ARTS LEARNING COMPETENCE ON ELEMENTARY SCHOOL TEACHER
Totok Sumaryanto F. ........................................................................................................ 342

THE TEACHING AND LEARNING OF NUSANTARA ETHNIC MASK
Martono ............................................................................................................................ 347

THE INTEGRATION OF ENGLISH PRONUNCIATION IN THE SPEAKING SKILL-RELATED COURSES
Berry Septiana, M.Pd. ........................................................................................................ 353

EDUCATION AND LANGUAGE STYLE FOR BUILDING YOUNG GENERATION’S CHARACTER
Eripuddin, Ummi Rasyidah ............................................................................................... 362

FUTURE LEADERS IN MAKING: SUPREME PUPIL GOVERNMENT AND ITS RELEVANCE TO LEADERSHIP SKILLS FORMATION
Christine Lyzandra O. Andrade, John Roeve S. Tulali, Fernando P. Oringo ......................... 366

THE IMPLEMENTATION OF CAKE CULINARY PRODUCTION PROCESS MOVIE AS ENTREPRENEURSHIP LEARNING MEDIA TO INCREASE COLLEGE STUDENTS CREATIVITY
Dr. Ninik Sudarwati, MM. .................................................................................................... 372
ENHANCING THE COMPETITIVENESS OF INDONESIAN MANPOWER THROUGH THE IMPLEMENTATION OF "RECOGNITION OF WORK EXPERIENCE AND LEARNING OUTCOME (ReWELO)" THROUGH COMPETENCY TESTS
Zamtinah, Ariadie Chandra Nugraha ........................................................................................................... 378

SOCIAL CAPITAL AND SCHOOL ACCOUNTABILITY
Siti Irene Astuti Dwiningrum ......................................................................................................................... 383

INTRODUCING LESSON STUDY IN SMK NEGERI 9 MALANG
Tri Endarwati ................................................................................................................................................. 392

CULTURAL VALUES ORIENTATION AND POLITICAL INTOLERANCE OF UNIVERSITY STUDENTS
Bonar Hutapea .................................................................................................................................................. 396

REVISITING THE HUMANE DIMENSION OF ADAB IN ISLAMIC SCHOLARSHIP; A REFLECTION ON CONTEMPORARY PRACTICES
Nailil Muna Yusak .......................................................................................................................................... 402

USING SPATIAL DATA ON INSTRUCTIONAL MEDIA
Agus Purnomo, Nevf Farista Aristin .............................................................................................................. 411

A RESEARCH ABOUT PROFILES OF SOCIAL SCIENCES TEACHERS ON CLASS MANAGEMENT
Zakir TAŞKIN, Zihni MEREY ...................................................................................................................... 417
THE ACTION FOR IMPROVING SCIENCE PROCESS SKILL OF STUDENTS’ THROUGH SCIENTIFIC APPROACH AND THE USE ICT SUPPORT IN VOLUMETRIC ANALYTICAL CHEMISTRY AT SMK – SMAK BOGOR

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Abstract

The objective of this Classroom Action Research was to improve science process skill of students at SMK-SMAK Bogor in Volumetric Analytical Chemistry subject matter. The research method followed the CAR of Kemmis and McTaggart model with three cycles. Learning was conducted by scientific approach and assisted by information technology (ICT)-based media. The ICT-based media were power point, Learning Management System (LMS), and/or project video as relevant characteristics of subject matter and reflection finding. The samples were 28 students at the class of grade 11-1. In this research, there were eight aspects of science process skill that were observed, including 1) to observe; 2) to ask; 3) to calculate; 4) to communicate/to answer question; 5) to associate; 6) to respond; 7) to design the experiment; and 8) to conclude. The improvement of science process skill could be seen from the activity of students during learning processes which were observed using checklist paper. The results of the activity observation were 33.90%, 65.18%, and 88.39%, in the end of Cycle I, II, and III, respectively. Therefore, it can be concluded that scientific approach and the use of media can increase scientific skill process of students in 11th grade of SMK-SMAK Bogor.

Keywords: scientific skill process; scientific approach; ICT support.

1. Introduction

In the era of science and technology scientific knowledge has grown exponentially, and technology has progressed at a rapid pace. It has affected all aspects of lives. Science education plays a key role for the futures of societies. As consequently, countries particularly developing countries like Indonesia have been challenged continuously to improve the quality of science education.

According to Indonesian Ministry of Education and culture, curriculum 2013 instructs every school to improve the skill of science during students’ learning. By applying scientific approach, three aspects of competencies, e.i. knowledge, skill, and behavior aspects are measured. Chemical Volumetric subject in SMK – SMAK Bogor also applies Curriculum 2013. Basically, Ministry Education and Culture gives its own conception stating that scientific approach on the study includes five components: observing, asking, reasoning, trying/discovering, and serving/communicating. With such approaches it is expected to improve student’s skill on processing science. Scientific process itself focuses on involving students actively and creatively on the process of gaining learning outcome [1], thus the study has to be student centered.

Acquiring science process skills is considered as “learning how to learn” because children learn how to learn by thinking critically and using information creatively and they continue to learn when making discriminating observations, organizing and analyzing facts or concepts, giving reasons for particular outcomes, evaluating and interpreting results, drawing justifiable conclusions and predicting what will happen if anything were to be changed [2].

Process skills describe the types of thinking and reasoning required in learning. Process skills can be divided into two categories, basic and integrated process skills. Basic science process skills help children to expand their learning through experience. Children begin with simple ideas, and expand to form new and complex ideas. It is hoped that emphasis on science process skills helps children discover meaningful information and accumulate knowledge by
constructing their understanding within and beyond the science classroom [2]. And the latter is called integrated science process skills (ISPS), such as controlling variables, formulating hypotheses, and experimenting. These skills are structured on basic skills. Some studies have indicated that there is a positive relationship between SPS and Piagetian development level and finding supports the separation of process skills into a two-level hierarchy, namely basic and integrated [3].

Naturally, the outcome of someone’s learning is obtained, start from the direct event, the reality in its environment then through the imitation sign, to the verbal (abstract) expression. One of the most frequent depictions that is used as reference on theoretical basis based on learning process media is Dale’s Cone of Experience on [4].

Development of technology in education has ability to answer the questions about the impact of technology in reconstruct the education system and the use of technology, in line with learning theory. While, expanded use of computer facilities and other mass media will lead to the rapid transfer of information. Questions about the use of computers and its relation to aspects of teaching, the ability of students to think actively and critically, and to the formation of a spirit of cooperation among students often occur [5,6]. Educational Technology Media can be categorized from the most common equipment used in schools which is textbook and whiteboard, to modern media such as high-tech computer equipment, LCD, Internet and digital cameras. Multimedia use computers to present, with the integration of text, audio, video with links and tools that allow users to navigate, interact, create and communicate. It is well known that teaching can be vastly amplified when it is not done in full theory, but also in visualization and interaction instead. By use this way of teaching-learning, students can obtain a deeper understanding of the subject being taught [7].

Based on that analysis, researcher argued that it is needed to facilitate scientific approach and innovation on instructional media that is used on teaching Volumetric Analytical Chemistry. The instructional media also has to utilize ICT that enables students to understand the materials of learning. As the consequences, science process skill of the student is expected to improve significantly.

This research was done by Classroom Action Research following Kemmis & Mc Taggart model. Kemmis & McTaggart model is naturally in the form of devices or chains with one device consist of four components, which are: planning, acting, observing and reflecting. The four components that form the chains are seen as one cycle [8].

2. Method

The subject of this research was the student on class XI-I in SMK-SMAK Bogor. While the object of this research is the increase of student’s science process skill on Volumetric Analytical Chemistry subject through scientific approach and assisted by ICT-based media. The research of this class chose Kemmis & Mc Taggart method as it was easier to be applied on the research. The research plan is seen through Figure 1.

![Figure 1. Procedures of research based on Kemmis and Mc Taggart’s Model](image)
The instruments that were used in this research was observation checklist. The data was descriptive qualitative from observation checklist. Science process skill is observed through observation checklist paper. There were eight aspects that were observed. The components were activities of students; to observe, to ask, to calculate, to communicate/answer the question, to associate, to respond, to design the experiment, and to conclude. These eight aspects can be observed during learning process, report of scientific activities, and media that were generated by the students. The enhancement of scientific skill of students was obtained from observation of students in each learning activity in every cycles, and the data were calculated using the equation:

\[
\text{%Activity of student through science process skill} = \frac{\sum \text{students do activity}}{\sum \text{student's total x science process skill aspect}}
\]

From the observation of the activity, it can be concluded that students have done each aspect on science process skill. The success indicator of the research was shown by the criteria of at least 70% of students actively did eight aspects of science process skill in learning process.

3. Results

This research was conducted in three cycles with three different subjects and included three different multimedia of learning. The first cycle was applied on the Iodometry and Iodimetry subjects, the second cycle was applied on Argentometry, and the third cycle was on Water Analysis Application. The time allocation on the first cycle was 3 X 2 lesson hours, the second cycle is 2 X 2 lesson hours, while the third cycle is 2 X 2 lesson hours. The first cycle discussed the Iodometry and Iodimetry used learning media of Power Point presentation that was prepared and presented by the students based on the experimental data they collected in the laboratory activities. The second cycle was delivered by using e-learning with Learning Management System of Moodle platform administrated officially by the school and completed by power point presentation by the teacher. Third cycle was on the Water Analysis Application using the media of video project that was developed by students in a group. The samples on this research were 28 students at the class of grade 11-1.

Based on observations conducted by the researchers, the results obtained science process skills as follows:

a. Cycle I

By using the scientific approach in the cycle I consisting of 3 meetings, the results of science process skills of students on eight aspects that were observed were given in the Table I below:

<table>
<thead>
<tr>
<th>No</th>
<th>Science Process Skill</th>
<th>1st Meeting</th>
<th>2nd Meeting</th>
<th>3rd Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Observe</td>
<td>100%</td>
<td>36%</td>
<td>21%</td>
</tr>
<tr>
<td>2.</td>
<td>Ask</td>
<td>36%</td>
<td>36%</td>
<td>21%</td>
</tr>
<tr>
<td>3.</td>
<td>Calculate</td>
<td>61%</td>
<td>21%</td>
<td>18%</td>
</tr>
<tr>
<td>4.</td>
<td>Communicate / answer</td>
<td>0%</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>5.</td>
<td>Associate</td>
<td>100%</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>6.</td>
<td>Respond</td>
<td>36%</td>
<td>32%</td>
<td>21%</td>
</tr>
<tr>
<td>7.</td>
<td>Design the experiment</td>
<td>39%</td>
<td>43%</td>
<td>18%</td>
</tr>
<tr>
<td>8.</td>
<td>Conclude</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>58.93%</td>
<td>49.60%</td>
<td>33.90%</td>
</tr>
</tbody>
</table>

Table 1 illustrates that the science process skills of students decreased from the first meeting to the third meeting. Through reflection conducted by Researchers reduction in science process skills of students due to the lack of motivation of students to play an active role in learning. At the first meeting of students enthusiastically participated in learning by using media presentations made by the students themselves. Because it is a new thing. So that the second and third meetings they feel less enthusiastic because there is no renewal of the first meeting. Therefore, researchers as teachers should look for alternatives of media that can increase the motivation of students in order to raise their science process skills.
b. Cycle II
The observation of science process skills in the second cycle on which learning was assisted by media of Power Point together with the LMS was depicted in Table 2 below:

Table 2. The Students’ Activity or Students’ Science Process Skill on each Aspect in Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Science Process Skill</th>
<th>1st Meeting</th>
<th>2nd Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Observe</td>
<td>43%</td>
<td>64%</td>
</tr>
<tr>
<td>2.</td>
<td>Ask</td>
<td>11%</td>
<td>21%</td>
</tr>
<tr>
<td>3.</td>
<td>Calculate</td>
<td>18%</td>
<td>93%</td>
</tr>
<tr>
<td>4.</td>
<td>Communicate / answer the question</td>
<td>32%</td>
<td>43%</td>
</tr>
<tr>
<td>5.</td>
<td>Associate</td>
<td>32%</td>
<td>93%</td>
</tr>
<tr>
<td>6.</td>
<td>Respond</td>
<td>11%</td>
<td>21%</td>
</tr>
<tr>
<td>7.</td>
<td>Design the experiment</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td>8.</td>
<td>Conclude</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td><strong>43.30%</strong></td>
<td><strong>65.18%</strong></td>
</tr>
</tbody>
</table>

Table 2 shows that there was the increase of science process skills in the cycle II from 43.30% to 65.18%. In this cycle II, beside the use of another instructional media, researchers also provide rewards in the form of value to generate science process skills of students. By using LMS, students become more active. The students even had high curiosity due to the combination of the use of media of LMS and attractive presentation in this cycle. The increase of the skill had yet to fulfill the minimum criteria of 70% of students. So the cycle still needs to be continued into the next cycle.

c. Cycle III
In the cycle III the results of science process skills using video project media can be seen in Table 3 below:

Table 3. The Students’ Activity or Students’ Science Process Skill each Aspect in Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Science Process Skill</th>
<th>1st Meeting</th>
<th>2nd Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Observe</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2.</td>
<td>Ask</td>
<td>11%</td>
<td>54%</td>
</tr>
<tr>
<td>3.</td>
<td>Calculate</td>
<td>18%</td>
<td>100%</td>
</tr>
<tr>
<td>4.</td>
<td>Communicate / answer the question</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>5.</td>
<td>Associate</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>6.</td>
<td>Respond</td>
<td>11%</td>
<td>54%</td>
</tr>
<tr>
<td>7.</td>
<td>Design the experiment</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>8.</td>
<td>Conclude</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td><strong>54.91%</strong></td>
<td><strong>88.39%</strong></td>
</tr>
</tbody>
</table>

Table 3 shows that there is a significant increase of up to 88.39 % for the second meeting. The results indicate the science process skills of students successfully improved. Although the first meeting of science process skills was still relatively low but with the presentation of a video project that students have built in the laboratory make them enthusiastic. It can be seen from the aspect of observe, calculate, communicate, associate, designing experiments, and conclude with a percentage of 100 %. It means that all students perform these activities. It can be concluded by the media that students were required to directly take part to build and to use it, such as to create video projects, science process skills of most students especially on designing experiment, observing directly, finding out the results of the experiment, associating it and communicating these results in the class can be achieved.

Based on the research results obtained from cycle I to the cycle III indicated that science process skills of students might not grow itself, but it should be practiced and inculcated so that it become habit. The use of multimedia in lab. works can engage science process skills of students. The data on every aspect in three cycles were as the following:

a. At the end of the cycle I, activity or science process skills that have been mastered by students (over 70%) is the aspect concludes with a percentage of 100%. While aspects of the science process skills the least is designing experiments and calculate.
b. At the end of the cycle II, students did more aspects of science process skills in which the...
aspects of calculate, communicate, design experiments and conclude has the percentage of 93%. While the aspects that poorly observed from students were aspects of asking and responding.

c. At the end of the cycle III almost all aspects have been mastered by students, including aspects of observe, calculate, communicate, associate, designing experiments, and conclude. While the lowest aspects observed from students were aspects of asking and responding with percentage of 54%.

It can be concluded that the aspects that still need to be improved was the aspect of questioning and responding, which were an important aspect because asking and responding would cause a critical attitude which can bring many creative ideas to solve a scientific problem. If the terms of instructional media and approaches used in this study by Rose Amnah Abd Rauf et al. [9], the discussion approach managed to inculcate the most science process skills and from the figure it showed that all types of teaching approaches incorporate discussion making it the most suitable teaching approach to provide opportunities for the inculcation of science process skills. The use of various media in teaching approaches, for instance when the teacher uses the discussion, he or she needs to ask question to explore students’ ideas and stimulate their thinking while doing the activities. Similarly, the use of open laboratory inquiry, discussions among students, discussion between students and teachers can facilitate explorative questions.

According to Ahamad Asmadi Sakat et al. [10], Computer usage can stimulate effective learning and improve the performance of subjects Jawi, enhance high level of interactivity among students. Importance of computers as teaching aids need not be overstated. Ordinary teaching method is no longer relevant today. The teacher's role is no longer as a presenter of information but has become a facilitator for learning and teaching process. The use of computers is not intended to replace the role of the teacher, but it is actually intended to create an atmosphere of teaching and learning more fun and interesting. Computer is used to facilitate teaching and learning process, to enrich teaching techniques and to help teachers in teaching and learning objectives, when it is used in a systematic and sustainable.

4. Conclusion

Based on the analysis of the result and the discussion, it can be concluded that by scientific approach and ICT media support, students’ science process skill increases. The increasing can be seen from percentage of activity was 88.39% in cycle III. It indicates more than 70% students actively do eight aspects of science process skill in the learning process.

REFERENCES